

OAKLAND ELEMENTARY

2728 Arlington Drive
Charleston, SC 29414

GRADES PK-4 Elementary School

ENROLLMENT 406 Students

PRINCIPAL Earl N. Choice 843-763-1510

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	40	53	5	0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Excellent	No
2004	Average	Excellent	Yes

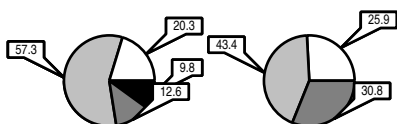
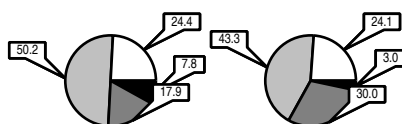
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

46.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	159	99.4	25.7	43.1	30.6	0.7	42.4	Yes	Yes
Gender									
Male	81	98.8	33.8	41.9	24.3	0.0	33.8		
Female	78	100.0	17.1	44.3	37.1	1.4	51.4		
Racial/Ethnic Group									
White	25	96.0	23.8	28.6	42.9	4.8	61.9	I/S	I/S
African-American	127	100.0	25.4	46.6	28.0	0.0	39.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	121	99.2	17.8	44.9	37.4	0.0	50.5		
Disabled	38	100.0	48.6	37.8	10.8	2.7	18.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	159	99.4	25.7	43.1	30.6	0.7	42.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	25.4	43.7	30.3	0.7	43.0		
Socio-Economic Status									
Subsidized meals	113	100.0	29.8	44.2	26.0	0.0	38.5	Yes	Yes
Full-pay meals	46	97.8	15.0	40.0	42.5	2.5	52.5		

Mathematics - State Performance Objective = 15.5%									
All Students	159	100.0	20.1	56.9	13.2	9.7	38.9	Yes	Yes
Gender									
Male	81	100.0	23.0	56.8	9.5	10.8	31.1		
Female	78	100.0	17.1	57.1	17.1	8.6	47.1		
Racial/Ethnic Group									
White	25	100.0	14.3	38.1	28.6	19.0	57.1	I/S	I/S
African-American	127	100.0	21.2	59.3	11.0	8.5	36.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	121	100.0	16.8	55.1	15.0	13.1	47.7		
Disabled	38	100.0	29.7	62.2	8.1	0.0	13.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	159	100.0	20.1	56.9	13.2	9.7	38.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	20.4	56.3	13.4	9.9	39.4		
Socio-Economic Status									
Subsidized meals	113	100.0	22.1	61.5	7.7	8.7	34.6	Yes	Yes
Full-pay meals	46	100.0	15.0	45.0	27.5	12.5	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	82	100.0	22.7	40.0	36.0	1.3	37.3
	Grade 4	107	99.1	14.9	60.6	22.3	2.1	24.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	28.8	40.0	31.3	N/A	31.3
	Grade 4	76	100.0	21.6	52.7	25.7	N/A	25.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	82	100.0	33.3	54.7	9.3	2.7	12.0
	Grade 4	107	100.0	35.8	44.2	14.7	5.3	20.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	20.0	71.3	5.0	3.8	8.8
	Grade 4	76	100.0	17.6	44.6	20.3	17.6	37.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 406)				
First graders who attended full-day kindergarten	91.0%	N/C	100.0%	100.0%
Retention rate	4.4%	N/A	3.5%	2.7%
Attendance rate	98.7%	Up from 95.8%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.5%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.6%		3.5%	3.5%
Eligible for gifted and talented	4.3%	Down from 4.6%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Down from 13.1%	9.5%	8.2%
Older than usual for grade	2.0%	Down from 18.6%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Up from 41.7%	47.7%	51.4%
Continuing contract teachers	89.2%	Up from 83.3%	88.1%	87.5%
Highly qualified teachers**	89.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	3.0%		0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 77.1%	86.3%	86.7%
Teacher attendance rate	94.1%	Down from 95.7%	94.6%	94.9%
Average teacher salary	\$39,792	Up 3.1%	\$39,942	\$40,760
Prof. development days/teacher	14.6 days	Down from 14.9 days	12.9 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.4 to 1	18.5 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 90.3%	89.5%	90.0%
Dollars spent per pupil*	\$6,100	Up 5.0%	\$5,980	\$6,044
Percent of expenditures for teacher salaries*	70.9%	Down from 71.8%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oakland Elementary School has a long, rich history of meeting the needs of children in its community. Oakland is located in the West Ashley area of Charleston. We serve a student population that comes from a wide range of cultural and socio-economic backgrounds. Our school educates students in Early Childhood Development, Hearing Impaired, Orthopedically Impaired, Learning Disabled, Speech, Child Development, and Kindergarten through Fourth Grade classes. Administrators, teachers, and staff make our school a positive place for students, parents, and families within our community.

Oakland offers a traditional education focusing on the basics, while enhancing the curriculum with technology, creative arts, and many other programs. Oakland has enriched its academic curriculum by its inclusion in a five school, three year Arts in Education Grant worth approximately one million dollars. The grant has enabled us to infuse drama, dance, visual arts, Suzuki strings, and more into the core instructional areas. This better meets the needs of our students by tapping into their talents and multiple intelligences. Oakland has also received a Comprehensive School Reform Grant (CSRG). The Compass Learning Program will enable us to tailor remediation, practice, and enrichment activities for all of our students. Parents will be able to access the program and monitor student progress remotely as well as at our school.

Oakland has repeatedly received recognition for excellence at the state, local, and national levels. Some of the significant accomplishments include being a National Blue Ribbon School Winner and receiving numerous Exemplary Writing Awards. We have also been recognized by Charleston County: A Community of Readers for our outstanding reading program. This year, we earned the Palmetto Gold Award for our high academic achievement.

The goals established this year pertaining to academic performances are (1) students performing in the proficient and advanced levels on the PACT standardized assessment will continue to increase by 5% and (2) students performing below basic will continue to decrease by a minimum of 5%.

Oakland has a highly skilled staff committed to providing a strong educational program with elevated expectations for student achievement. "Teaching Tigers to Triumph" is the motto that drives us to furnish an excellent instructional curriculum as well as a safe, friendly, and inviting learning environment.

Earl N. Choice, Principal
Gail Horry, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	61	53
Percent satisfied with learning environment	92.6%	80.3%	94.2%
Percent satisfied with social and physical environment	96.3%	70.5%	88.5%
Percent satisfied with home-school relations	66.7%	78.7%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.